

# **Prairie Creek Community School Restrictive Procedures Plan**

Schools that intend to use restrictive procedures are required to maintain and make publicly accessible a restrictive procedures plan for children as outlined in Minn. Stat. § 125A.0942, Subd. 1.

## **What is a restrictive procedure?**

Restrictive procedures are the use of physical holding or seclusion in an emergency. Restrictive procedures must not be used to punish or otherwise discipline a child. Minn. Stat. § 125A.0941(f).

## **When is a restrictive procedure implemented?**

"Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury. Emergency does not mean circumstances such as: a child who does not respond to a task or request and instead places his or her head on a desk or hides under a desk or table; a child who does not respond to a staff person's request unless failing to respond would result in physical injury to the child or other individual; or an emergency incident has already occurred and no threat of physical injury currently exists. Minn Stat. § 125A.0941(b)

Restrictive procedures may be used only in response to behavior that constitutes an emergency, even if written in a child's IEP or BIP Minn. Stat. § 125A.0942, Subd. 2(d).

## **Will Prairie Creek Community School use restrictive procedures?**

Prairie Creek Community School will use the following restrictive procedure:

- a) CPI Children's Control Position
- b) CPI Team Control Position
- c) CPI 1 or 2 Person Transport Hold

Physical holding means physical intervention intended to hold a child immobile or limit a child's movement and where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect the child or other person from injury. Minn. Stat. § 125A.0941(c).

The term physical holding does not mean physical contact that:

- a) Helps a child respond or complete a task;
- b) Assists a child without restricting the child's movement;
- c) Is needed to administer an authorized health-related service or procedure; or
- d) Is needed to physically escort a child when the child does not resist or the child's resistance is minimal.

Minn. Stat. § 125A.0941(c)

Seclusion will not be used at Prairie Creek Community School.

Prairie Creek Community School will monitor and review the use of restrictive procedures in the following manner:

1) Documentation:

- a) Each time physical holding is used, the staff person who implements or oversees the physical holding shall document, as soon as possible after the incident concludes, the following information:
  - i. A description of the incident that led to the physical holding;
  - ii. Why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;
  - iii. The time the physical holding began and the time the child was released; and
  - iv. A brief record of the child's behavioral and physical status.
- b) Attached, are Prairie Creek Community School's forms used to document the use of physical holding.

2) Post use debriefing:

- c) Each time physical holding is used, the staff person who implemented or oversaw the physical holding shall conduct a post-use debriefing with Simon Tyler (Director), within 24 hours after the incident concludes to ensure the following:
- d) The post-use debriefing will review the following requirements to ensure that physical holding was used appropriately:
  - i. Was the physical hold used in an emergency?
  - ii. Was the physical holding the least intrusive intervention that effectively responds to the emergency?
  - iii. Was the physical holding used to discipline a noncompliant child?
  - iv. Did the physical holding end when the threat of harm ended and the staff determined that the child could safely return to the classroom or activity?
  - v. Was the staff directly observed the child while physical holding or seclusion was being used?
  - vi. Was the documentation completed correctly?
  - vii. Were the parents correctly notified?
  - viii. Does an IEP team meeting need to be scheduled?
  - ix. Did the appropriate staff use physical holding?
  - x. Was the staff that used physical holding appropriately trained?
  - xi. If the physical hold was used inappropriately Prairie Creek Community School's Oversight Committee will convene and immediately ensure a corrective action is taken. The Committee will review the information and determine what additional training is needed.

3) Oversight Committee

- a) Prairie Creek Community School's oversight committee consists of:
    - i. The director- Simon Tyler
    - ii. Special Education Director
    - iii. Special Education Teacher- Kelsey Fitschen-Hemmah
    - iv. Teacher- Jeanné Avery
    - v. School Psychologist- Michelle Flannery
  - b) The committee meets quarterly.
    - i. The Oversight Committee meets the second Tuesday of the month (September, December, March, June)
  - c) Prairie Creek Community School's oversight committee will review the following:
    - i. The use of restrictive procedures based on patterns or problems indicated by similarities in the time of day, day of week, duration of the use of a restrictive procedure, the individuals involved, or other factors associated with the use of restrictive procedures;
    - ii. The number of times a restrictive procedure is used school wide and for individual children;
    - iii. The number and types of injuries, if any, resulting from the use of restrictive procedures;
    - iv. Whether restrictive procedures are used in nonemergency situations;
    - v. The need for additional staff training; and
    - vi. Proposed actions to minimize the use of restrictive procedures.
- 4) Prairie Creek Community School received training in the following skills and knowledge areas:
- a) Prairie Creek Community School will provide training in accommodating, modifying, and adapting curricula materials, and will provide strategies to appropriately meet the needs of individual students and ensure adequate progress towards the state's graduation standards.
    - i. Paraprofessional training is provided in accommodating, modifying, and adapting curriculum.
    - ii. Teachers work with paraprofessionals to accommodating and modify assignments as needed to assist students with successfully completing their work.
    - iii. Teachers have on going professional development to support the needs and success of their students in Positive Behavior Interventions, Relationship Building, and De-escalation methods.
  - b) Positive Behavior Interventions:
    - i. CPI Nonviolent Crisis Intervention®- teaches staff to provide Care, Welfare, Safety, and Security<sup>SM</sup> for all involved in a crisis situation, Identify behavior levels that contribute to the development of a crisis, identify nonverbal techniques which can help to prevent acting out behavior, verbal techniques to de-escalate behavior, and CPI's Principles of Personal Safety.
    - ii. Documentation will be held in the Director's office.
  - c) Communicative Intent of Behaviors

- i. Proxemics (personal space)
  - ii. CPI Supportive Stance
  - iii. Kinesics (body language)
  - iv. Directive
  - v. Therapeutic Rapport
- d) Relationship Building
  - i. Empathetic Listening
  - ii. Provide Attention
  - iii. Provided necessary personal space
- e) Alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior
  - i. CPI Verbal Escalation Continuum
  - ii. Education on behavior escalation
  - iii. Precipitating factors such as, bus rides, fear, failure, health, attention seeking, displaced anger, etc
  - iv. Restraint will be used as a last resort
- f) De-Escalation Methods
  - i. CPI COPING MODEL – Control, Orient, Patterns, Investigate, Negotiate, and Give
- g) Standards for Using Restrictive Procedures
  - ii. Restrictive procedures will be used as a LAST resort or;
  - iii. In and emergency situation as defined above
- h) Obtaining Emergency Medical Assistance
  - i. If necessary emergency medical assistance will be called, this will be determined by the team leader
- i) The physiological and psychological impact of physical holding
  - i. Physical and Emotion stress can occur
  - ii. Restraint is frightening and traumatic
  - iii. Restraint interferes with relationships
- j) Monitoring and responding to a child's physical signs of distress when a physical hold is being used
  - i. One individual is assigned to look for signs of physical distress
  - ii. If physical distress is identified the team will disengage the physical hold
- k) Recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used
  - i. Physical holds can causes asphyxia;
  - ii. Breathing will be monitored by a team member;
  - iii. If symptoms are present the team will disengage the hold

- 5) Prairie Creek Community School will implement a range of positive behavior strategies and provide links to mental health.
  - a) Positive Behavioral Interventions and supports:
    - i. Positive behavioral interventions and supports means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.
    - ii. Current Practices include: Preventative Strategies (environmental or antecedent interventions), Direct teaching of replacement skills, and Response Strategies (consequence interventions, reinforcement schedules, and/or reinforcement interventions).
  - b) Prairie Creek Community School provides the following links to mental health services:
    - i. Rice County Social Services- <http://www.co.rice.mn.us/node/923>
    - ii. Center for Human Services- <http://www.chr-northfield.com/>
- 6) Prairie Creek Community School will never use the following prohibited procedures on a child:
  - a) Engaging in conduct prohibited under section 121A.58 (corporal punishment);
  - b) Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
  - c) Totally or partially restricting a child's senses as punishment;
  - d) Presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;
  - e) Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning, except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
  - f) Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under section 626.556 (reporting of maltreatment of minors);
  - g) Withholding regularly scheduled meals or water;
  - h) Denying access to bathroom facilities; and
  - i) Physical holding that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso. Minn. Stat. § 125A.0942, Subd. 4(1-9).